

EduTrend Contents

G4C · TRADITIONAL AND PLAYGROUND GAMES · HIGH SCHOOL

Playground Leaders

Plan a playground games programme for younger pupils so games spread and children run them independently

Ages 14–18	Level: Advanced	75 minutes	Teams of 3–4 · up to 24	Activity 05

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 05 · AT A GLANCE

Playground Leaders

Teams plan how to introduce four traditional games to younger pupils over four weeks of playtimes. The plan includes rule cards with pictures, a teaching sequence, how to include newcomers and quieter children, how disputes are settled, and a hand-over so children run the games themselves. Teams rehearse teaching one game to peers and revise.

Learning outcomes

By the end of the session students can:

- plan a games programme;
- write pictorial rule cards;
- teach and hand over games;
- plan for inclusion and disputes.

KEY WORDS

programme · rule card · hand-over · inclusion · playtime · leader

CURRICULUM LINKS

PE: leadership. PSHE: inclusion and conflict resolution. English: instructions.

1	2	3	4	5	6
WARM UP	**EXPLAIN**	**PLAY**	**ADAPT**	**TALK**	**COOL DOWN**
Get moving safely	One rule at a time	Short rounds	Easier or harder	What helped?	Calm and review

Materials (per team)

- Programme template
- Rule card templates
- Basic playground kit
- Worksheets 1, 2 and 3

Before the session

- Print templates.
- Gather kit.
- Agree safeguarding rules for work with younger pupils.
- Plan teams.

SAFETY

Any work with younger pupils needs staff supervision and school safeguarding approval.

ACTIVITY 05 · SESSION PLAN

Step by step

The aim is that younger children own the games; leaders gradually step back.

Time	What happens	Say or ask
0–10 min **Brief**	Why traditional games matter.	*"How do games spread?"*
10–40 min **Plan**	Four-week programme and rule cards.	*"How will you step back?"*
40–60 min **Rehearse**	Teach one game to peers.	*"Did they learn it?"*
60–75 min **Revise**	Improve plan.	*"What will you change?"*

CHALLENGE CARD (print or copy onto the board)

Plan a programme so good that younger pupils are running the games themselves by week four.

ACTIVITY 05 · FACILITATOR NOTES

The game know-how in brief

Games that children learn well can spread across a school without adult leadership.

Planning a hand-over, from leading to supporting to stepping back, builds children's independence.

Common ideas to listen for

- "Leaders should run games forever." Hand them over.
- "One explanation is enough." Revisit and model.
- "Everyone joins automatically." Plan inclusion.

Adapting the activity

Support

Provide a partly completed programme.

Stretch

Add a way to collect feedback from younger pupils.

WORKSHEET 1

Programme plan

Name: _____ Class: _____ Date: _____

Four weeks.

Programme plan

Week	Game	Leader role	Children's role
1			
2			
3			
4			

WORKSHEET 2

Inclusion and disputes

Plan.

Inclusion and disputes

Situation	Our plan
New child wants to join	
Quiet child watching	
Dispute over a rule	
Game gets too rough	

WORKSHEET 3

Our revisions

After rehearsal.

We will change... because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Plans a programme	Plans inclusion	Revises with evidence

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Playground Leaders is a sample activity from the EduTrend Contents G4C Traditional and Playground Games programme (high school, level: advanced). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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